Unit 1 Title: Respecting Individual and Group Differences

Lesson Title: Communicating with *I-Messages*, Part 2 **Lesson 3** of 4

Grade Level: 3

Length of Lesson: 20-30 minutes

Missouri Comprehensive School Counseling Big Idea:

SE.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):

SE.2.A.03: Identify the interpersonal skills necessary to build quality relationships.

American School Counselor Association (ASCA) Mindsets and Behaviors:

Social/Emotional Development

Materials (include activity sheets and/ or supporting resources)

"I Messages" information sheet

Show Me Standards: Performance Goals (check one or more that apply)

| Goal 1: Gather, analyze and apply information and ideas | | |
|---|--|--|
| 5. Comprehend and evaluate written, visual and oral presentations and works | | |
| Goal 2: Communicate effectively within and beyond the classroom | | |
| 2. Review and revise communications to improve accuracy and clarity | | |
| Goal 3: Recognize and solve problems | | |
| 7. Evaluate the extent to which a strategy addresses the problem | | |
| Goal 4: Make decisions and act as responsible members of society | | |

This lesson supports the development of skills in the following academic content areas. Academic Content Area(s) Specific Skill(s)

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|---|---------------------------|---|--|--|
| X | Communication Arts | 6. Participating in formal and informal presentations | | |
| | | and discussions of issues and ideas | | |
| | Mathematics | | | |
| | Social Studies | | | |
| | Science | | | |
| | Health/Physical Education | | | |
| | Fine Arts | | | |

Enduring Life Skill(s)

| | | Perseverance | Integrity | X | Problem Solving |
|---|---|--------------|--------------|---|-----------------|
| | | Courage | Compassion | | Tolerance |
| 2 | X | Respect | Goal Setting | | |

Lesson Measurable Learning Objectives:

The student will demonstrate the use of *I-Messages* for at least three social situations.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.

Students are able to use *I-Messages* and tell how they can be applied to everyday situations.

Lesson Preparation

Essential Questions: What happens when someone doesn't talk about their feelings?

Engagement (Hook): Remind students of previous lesson involving puppets. Tell students that in this lesson they will learn more about how they can use *I-Messages* to convey their feelings to others.

Procedures

Instructor Procedures/Instructional Strategies: | **Student Involvement/Instructional Activities:**

- 1. Counselor reminds students of previous lesson and briefly reviews what they did.
- 2. Counselor talks about *I-Messages* and tells students how they can let others know their feelings.
- 3. Counselor distributes copies of *I-Message* handouts to students. Students take turns helping to read the handout.
- 4. Counselor and students brainstorm situations where *I-Messages* could be useful in communicating with others. A list is developed on white board/ chalkboard/ or chart paper.
- 5. Counselor directs students to pair up and practice using *I-Messages* with some of the situations from the list they developed.
- 6. Counselor asks students to share what happened during their practice and how this can be applied to everyday life.

- 1. Students listen and add ideas.
- 2. Students listen.
- 3. Students volunteer to read portions aloud
- 4. Students participate in brainstorming activity.
- 5. Students pair up and each pair selects a situation from the list to use for practice in using *I-Messages*.
- 6. Students participate in discussion.

Teacher Follow-Up Activities

Teacher models and encourages the use of *I-Messages*.

| | Counselor reflection notes (completed after the lesson) | | | | | |
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I-Messages

When communicating with others, it is important to be honest in what you say. It is also important to say things in a way that get your message across without sounding mean, hurtful, or accusing. I-Messages are one good way to do this.

I-Messages show that you:

- Own your feelings
- Own your opinions
- Are honest in your expressions

When using I-Messages you speak from your own point of view. Using "I" instead of "we," "you," or "they" takes ownership of the feelings and opinions you are trying to express to others. For example, saying, "You spoiled everything when you told the class I won the trophy last weekend," sounds like someone is accusing or blaming. Using I-Messages instead would sound more like this: "When you told everyone my exciting news, I felt cheated because I wanted to tell them myself."

I-Messages can be used anywhere: at school and at home, with friends and with family.